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ABSTRACT

A survey was conducted at Mesa College in San Diego, California to assess student satisfaction with the college's matriculation services. The in-class survey was administered over a 2-week period to a random sample of classes based on an 8% sample of the student population. The results of the study, based on a 78.7% response rate, included the following: (1) more than 70% of the respondents said that they were satisfied with Admissions (76.2%), Orientation (74.1%), and Counseling/Advising (72.5%); (2) 81% of the students who took assessment tests felt that they were placed in the correct level of English, and 76.4% felt their math placement had been correct; (3) of students who had met with a counselor, 68.7% said that the counseling session(s) helped them to clarify goals; (4) 58.2% of the students indicated that they were returning to Mesa the next semester, 18.9% were not returning, and 22.8% were uncertain, with students with academic goals being more likely to return than students with career or vocational goals; (5) 60.6% of the non-returning students were transferring to a four-year institution, 15.0% had completed their goal, and 12.5% were going to another community college; and (6) over 65% of the respondents indicated that Mesa's faculty were approachable outside of class, sensitive to issues of racial/ethnic minorities and women students, and sensitive to student needs in general. The survey instrument is included. (MAB)

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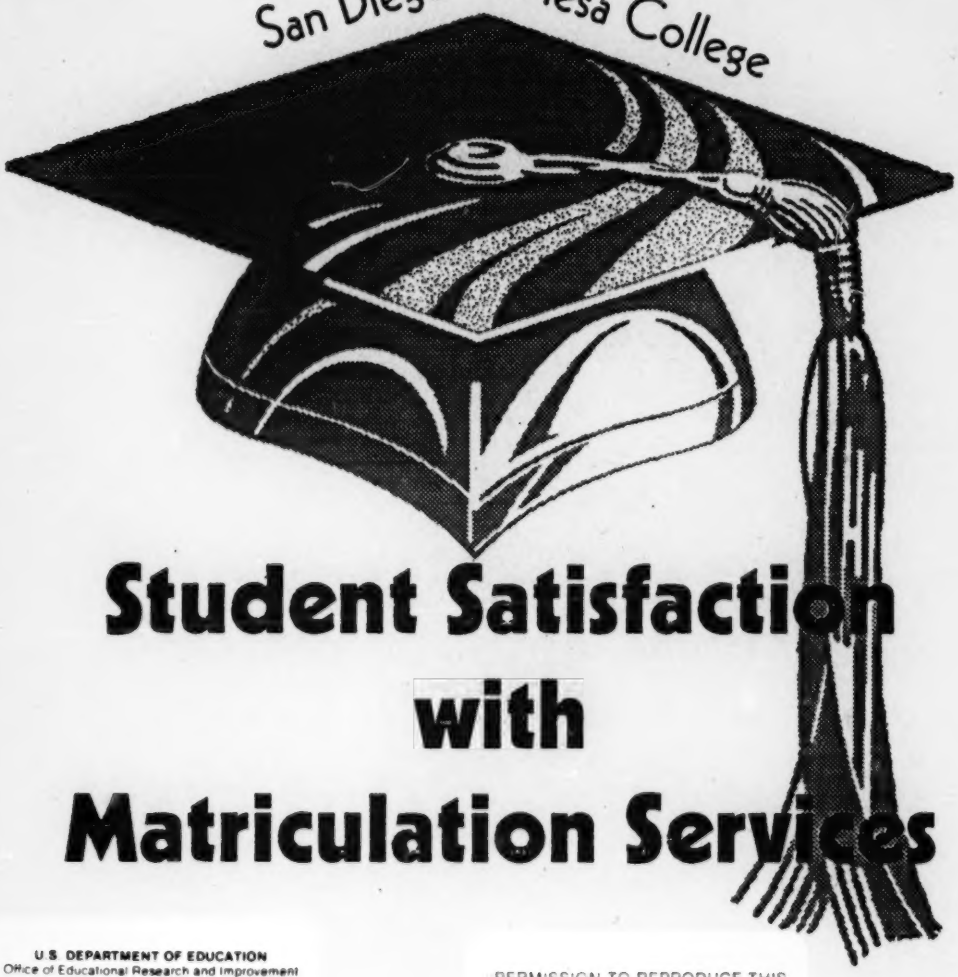

Student Satisfaction with Matriculation Services

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Matriculation Student Survey
Mesa College - Spring 1993

Executive Summary

INTRODUCTION AND METHODOLOGY

The Seymour-Campbell Matriculation Act of 1986 was concerned with promoting and maintaining student access and successful goal attainment. Colleges are responsible for providing adequate information and the support services to enable students to successfully participate in the programs of the college. In return, the student agrees to diligently pursue his/her declared educational goal.

As an integral part of the Mesa College Matriculation Institutional Research and Evaluation portfolio, this study examines student satisfaction with Matriculation services at Mesa College.

To assess student satisfaction with Mesa College's Matriculation services, a student survey was constructed. Staff from the SDCCD Research and Planning Office and the Dean of Student Development and Matriculation at Mesa collaborated to develop questions for the survey. The survey was modeled after Design 9 of the Matriculation Local Research Options, published by the State Chancellor's Office of the California Community Colleges, and student surveys used at other community colleges.

The survey was administered to students in a random sample of classes based on an eight percent sample of the student population at Mesa (spring 1993 first census). Two weeks were given for faculty to administer the survey in class and return the completed surveys to the vice president's office. Surveys were distributed to 61 classes; 48 (78.7%) completed the survey.

FINDINGS AND DISCUSSION

Matriculation Components

Admissions

Almost 80% of survey respondents were satisfied with the assistance they received from the Admissions office personnel. Most students agreed that the procedures for registering for classes were easy to follow and understand (88.2%), and that registration times were scheduled at convenient times (73.5%). Over three-quarters of the students (76.2%) were satisfied with Admissions component activities overall.

Males (82.7%), "older" (36 and older - 89.0%) students, and students with an educational objective of "personal interest" (96.5%), were significantly more likely to be satisfied with the help they received from the Admissions office personnel.

Orientation

New (58.5%), younger (61.8%), and full time (57.0%) students were more likely to have attended a formal Orientation session than other students in their respective grouping.

Of those who attended an Orientation session at Mesa (N=346), 74.1% reported being satisfied with the program. About three-quarters of the respondents agreed that Orientation sessions were scheduled at a convenient time. Less than half of the students who attended Orientation, however, agreed that it helped them select classes (47.3%) or influenced them to check into other campus services (41.2%).

Assessment

Like the Orientation component, Assessment component activities are reaching its targeted population -- new and degree-seeking students. New (76.3%), younger (81.2%) and transfer (69.2%) students were more likely to have taken the Mesa assessment tests than others in their respective grouping.

A large percentage of students who took the Mesa assessment test (N=550) agreed that they were placed in the correct level of English (81.0%) and math

class (76.4%). Most (82.2%) also agreed that they understood the explanation they received about the results of the assessment tests.

African American (84.0%) and part time (81.0%) students were more likely to agree that the assessment test placed them in the correct level math class. For full time and "other" students the percentages agreeing were somewhat lower at approximately 70%.

Counseling and Advisement

About 30% of the students (N=267) said that they have never met with a Mesa counselor. Latino (38.2%), part time (33.6%), new (43.2%) and older (32.0%) students were more likely not to have seen a Mesa counselor. African American (53.1%), Asian (52.3%), full time (47.9%), continuing (52.5%) and 26-30 year old (43.6%) students were more likely to have seen a counselor two or more times. This suggests that a primary goal of the Mesa Matriculation Plan is being met; increased interaction and counseling for the majority of historically underrepresented and full time students.

Of those that had met with a Mesa counselor (N=631), 68.7% said that the counseling session(s) helped them to clarify their goals and 76.0% indicated that it helped them select appropriate classes. Overall, 72.5% of the respondents agreed that they were satisfied with the counseling received at Mesa.

Follow-up

Of the 867 students that responded, 505 (58.2%) indicated that they were returning to Mesa next semester, 18.9% were not returning, and 22.8% were uncertain.

Campus Climate

Campus climate is concerned with the extent to which the college provides an atmosphere that students from diverse backgrounds can be successful in achieving their goals.

Overall, the majority of respondents said that "some," "most," or "all" of Mesa's faculty that they have taken courses from are approachable outside of class (70.1%), sensitive to issues of racial/ethnic minority (72.1%) and women (68.2%) students and sensitive to student needs in general (75.9%).

Asian, female, new and younger students were more likely than other students in their respective student grouping to say that "few" or "none" of the faculty that they have taken classes from were approachable or sensitive to issues of racial/ethnic minorities, women, or student needs in general.

Questions 23 to 30 asked students to indicate the extent to which they agreed or disagreed with statements about their interaction with faculty at Mesa. About half of the survey respondents did not answer these questions. Caution is advised in interpreting the responses to these questions in light of the high nonresponse rate.

Respondents were more likely to prefer taking classes from faculty of similar rather than different racial/ethnic backgrounds as themselves by a margin of 55.5% to 41.5%. Students disagreed with both questions that asked if they get more personal attention from faculty who are of similar (83.2%) or different (70.5%) racial/ethnic background as themselves. On an individual basis, students did not think that minority (69.5% disagreed), women (75.4%), or men (78.9%) faculty were more helpful than other faculty.

Differences by group

There were no significant differences between groups on questions 23 to 30 by gender, age, full time/part time status, educational objective, or new/continuing students. Analysis by grouping was not possible for all questions due to an insufficient number of students responding to the questions ($N < 30$).

There were differences in the responses to questions among racial/ethnic groups. African American students were more likely than students of other racial/ethnic backgrounds to prefer taking classes from faculty of the same racial/ethnic background. Asian students, on the other hand, expressed a preference for taking classes from faculty of a different racial/ethnic background.

African American students indicated that they received more personal attention from African American faculty than faculty of other racial/ethnic backgrounds. African American students were also more likely to feel that faculty who are racially/ethnically similar to them address issues of greater relevance. Caucasian students were least likely to agree. These findings are consistent with recent studies on campus climate (Astin et.al., 1991; SDCCD Research and Planning, 1993; Slark,1993).

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Matriculation Student Survey
Mesa College - Spring 1993

INTRODUCTION

The primary purpose of the Seymour-Campbell Matriculation Act (AB3) of 1986 was to ensure students equitable opportunities for a quality education and successful attainment of their educational goal. The premise behind Matriculation is that students will make appropriate educational choices and progress toward their educational goal if provided adequate information about the options available to them and the necessary support services.

Implicit in this concept is the notion of an "agreement" between college and student. On the one hand, the college is responsible for providing information and the support services to enable students to successfully participate in the programs of the college. Matriculation services consist of seven components, five of which relate directly to students: Admissions, Orientation, Assessment, Counseling/Advisement, and Follow-up.

The student, in return, is responsible for "pursuing their goals with respect for college standards and a sense of accountability in the use of public funds" (CCC, 1984). This includes declaring an educational goal within a reasonable time period, attending classes and completing coursework, and making earnest progress toward the achievement of their declared goal.

Throughout the college-student partnership, the student takes an active role in deciding on an educational goal and developing a plan to reach that goal. Research has shown that active student involvement in their educational planning increases student satisfaction and persistence (Astin, 1985; CCC, 1991; Friedlander and MacDougall, 1991).

In addition to the five student-centered components mentioned above, the Matriculation process includes two others: Coordination and Training, which is concerned with the administrative aspects of Matriculation, and Institutional Research and Evaluation, which is concerned with evaluating the effectiveness of Matriculation-related activities.

Colleges need to know whether the Matriculation process significantly improves students' chances for attaining their desired educational goal. It is the Institutional Research and Evaluation component that attempts to answer such questions as:

1. Are the instruments used in assessing students' abilities valid and fair predictors of performance in the classroom?

2. Is more frequent and directive counseling and advisement yielding greater retention?

3. Are students using support services? What do student think about the support services provided?

4. Are the monitoring and intervention strategies provided by the student Follow-up component effective in retaining students?

The Mesa College Matriculation Plan (1992) outlines the research and evaluation activities designed to answer these questions. This study, one part of the Matriculation institutional research and evaluation portfolio, examines student satisfaction with Matriculation services at Mesa College.

METHODOLOGY

In order to assess student satisfaction with Mesa College's Matriculation services, a student survey was constructed. Staff from the SDCCD Research and Planning Office and the Dean of Student Development and Matriculation at Mesa collaborated to develop questions for the survey (see Appendix A). The survey was modeled after Design 9 of the Matriculation Local Research Options, published by the State Chancellor's Office California Community Colleges, and student surveys used at other community colleges.

The survey was then reviewed by members of Mesa's Matriculation Advisory Committee and President's Cabinet. Their suggestions for changes were incorporated into the final version of the survey. In addition to the specific questions relating to Matriculation services, the President's Cabinet was interested in assessing the "Campus Climate" at Mesa. Questions 19 through 30 were modeled after questions in the Resource Guide for Assessing Campus Climate (CPEC, 1992) and surveys used at other colleges and universities.

The survey was administered to students in a random sample of classes based on an eight percent sample of the student population at Mesa during first census, spring 1993. The Dean of Student Development and Matriculation distributed the survey packets to faculty mailboxes during the third week in March. Two weeks were given for faculty to administer the survey in class and return the completed surveys to the vice president's office. Surveys were distributed to 61 classes; 48 (or 78.7%) completed the survey. The completed surveys were

returned to the Research and Planning Office where they were checked for accurate and stray marks and electronically scanned. An ASCII file of survey responses was created and analyzed.

FINDINGS AND DISCUSSION

Characteristics of Respondents

Table 1 displays the demographic and background characteristics of the survey sample and the Mesa general student population (spring 1993 first census). Both groups were comprised of 53.9% females and 46.1% males. The racial/ethnic breakdown for the two groups was also very similar. The sampling method yielded a remarkably similar composition of students in the sample to the general student population. Although the sample included more full time students and students with educational goals of transfer and associate degree, this was considered desirable because these students are usually the primary consumers of matriculation services.

Table 1

Demographic and Background Characteristics for the Survey Sample and Mesa General Student Population

	Survey Sample	Mesa Student Population*
N =	*901*	*22,824*
Demographics/Background		
Gender:		
Male	46.1%	46.1%
Female	53.9%	53.9%
Ethnicity:		
American Indian	1.1%	1.3%
Asian	11.5%	11.8%
African American	5.2%	5.5%
Caucasian	61.1%	62.7%
Latino	12.1%	11.8%
Other	9.0%	6.8%
Units Enrolled:		
1 - 3	7.1%	6.2%
3.5 - 6	17.7%	30.9%
6.5 - 11.5	28.2%	35.3%
12 +	46.9%	27.6%
Educational Objective:		
Transfer	73.3%	**61.1%
AA degree	14.3%	8.8%
Job Skills	4.1%	21.0%
Certificate	4.5%	3.8%
Interest	3.8%	5.3%

* Spring 1993 First Census

** Spring 1992 Student Profile

The survey sample was comprised of a larger proportion of full time (46.9%) students and students with an educational goal of transfer (73.3%) or associate's degree (14.3%) than their representation in the Mesa general student population (27.6%, 61.1%, and 8.8%, respectively). The difference is probably due to a larger proportion of day classes responding to the survey.

Fifty-five percent of the survey respondents indicated that they decided on their educational goal before applying to Mesa. About one in six (18.4%) were still undecided about their educational goal. Over 70% of the students in the survey sample worked either part time (38.8%) or full time (32.3%) in addition to attending classes. Comparative data for Mesa's general student population are not available.

Matriculation Components

Survey questions pertaining to Matriculation were divided into five sections corresponding to the five student-centered components of Matriculation: Admissions, Orientation, Assessment, Counseling/Advisement, and Follow-up. Students were asked to state their level of agreement (strongly agree, agree, disagree, strongly disagree, or no opinion) with a series of statements about Matriculation services. Only those students who participated in the Matriculation component at Mesa College were included in the analyses.

Responses to survey questions were analyzed in the aggregate and by student grouping: gender, race/ethnicity, age, educational objective, full time (12 or more units)/part time status and new (less than 15 cumulative units)/continuing students. Only questions in which there was a statistically significant difference ($p < .05$) in the responses of groups are discussed in the body of the report. Analysis by all student groupings was not possible for some questions because of the small sample size (less than 30 respondents in a subgroup).

Admissions (Questions 1-4)

The Admissions component of Matriculation includes application procedures, initial collection of student information, referral to other college services, and support of the registration process.

Almost 80% of Mesa students were satisfied with the assistance they received from the Admissions office personnel (Figure 1). Most students (88.2%) agreed that the procedures for registering for classes were easy to follow and understand, and that registration times were scheduled at convenient times (73.5%). Over three-quarters of the students (76.2%) were satisfied with the Admissions component activities overall.

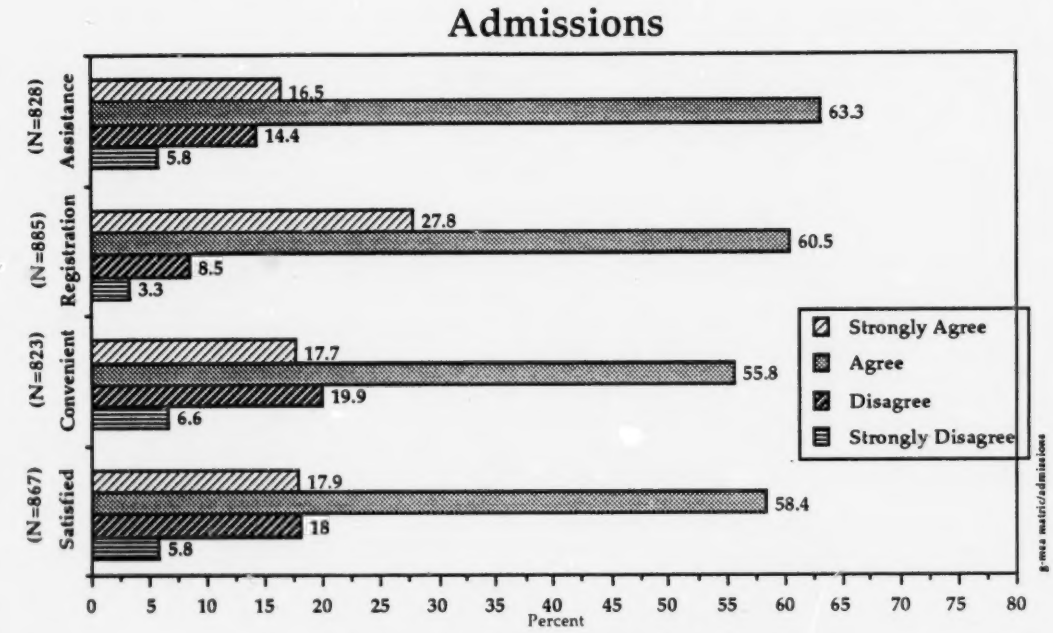

Figure 1: "Mesa students' opinion of Admissions"

Two questions showed a statistically significant difference when analyzed by grouping. Males (82.7%), "older" (36 and older - 89.0%) students, and students with an educational objective of "personal interest" (96.5%), were significantly more likely to be satisfied with the help they received from the Admissions office personnel than female (77.6%), "younger" (less than 26 - 78.1%), and AA degree students (78.4%). Older students (88.0%) were more likely to be satisfied with Mesa's registration process overall than students 25 and younger (74.5%).

Orientation (Questions 5-9)

The Orientation component is designed to familiarize students with the college's academic and vocational programs, support services and resources, and their rights and responsibilities.

It appears that Mesa is reaching the groups for which Orientation is targeted. New (58.5%), younger (61.8%), and full time (57.0%) students were more likely to say that they attended a formal Orientation than other students in their respective grouping who may have enrolled prior to the implementation of matriculation services at Mesa. Of those that attended an Orientation (N=346), more than two-thirds (67.1%) went to a group Orientation.

Overall, most students (74.1%) who attended Orientation at Mesa were satisfied with the program (Figure 2). About three-quarters of the respondents agreed that Orientation sessions were scheduled at a convenient time. Less than half of the students, however, agreed that Orientation helped them select classes (47.3%) or influenced them to check into other campus services (41.2%).

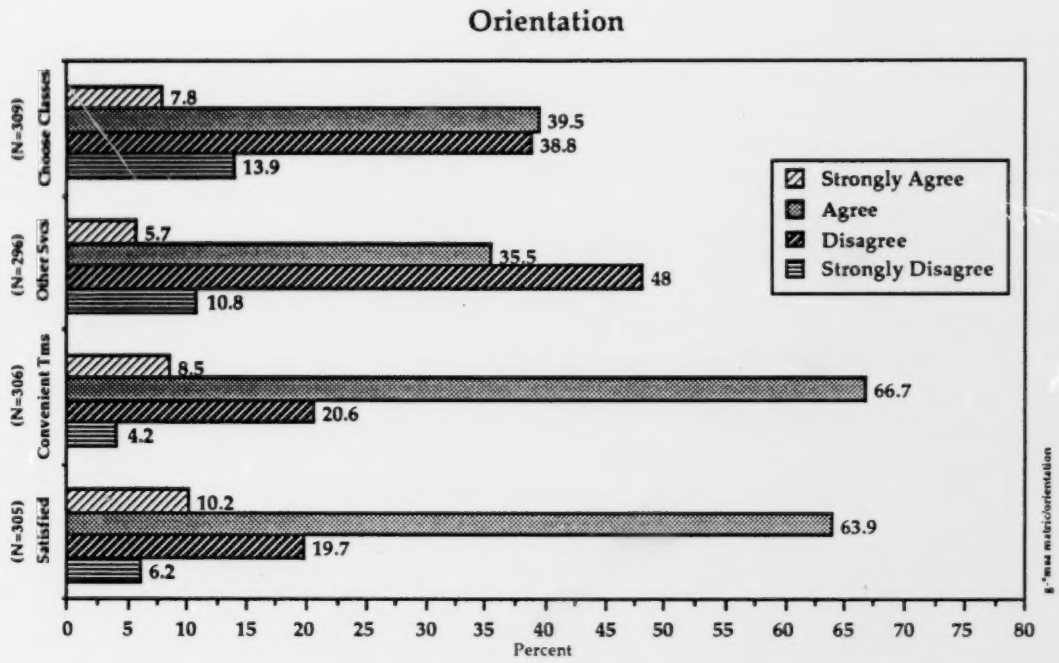

Figure 2: "Mesa students' opinion of Orientation"

Among students who attended Orientation, there were no significant differences in the responses to Orientation-related questions (questions 6 - 9) by student grouping.

Assessment (Questions 10-13)

The Assessment component of Matriculation includes: 1) the assessment of competency levels in language skills (reading, writing) and mathematics and 2) the assessment of aptitudes, interests, educational aspirations, the need for support services or additional specialized assessments (ESL, learning disability). The college provides assessment results to students so that they are able to make

informed choices in deciding on an educational goal, course selection, and in developing their educational plan.

Most of the survey respondents (61.5% N=550) took the Mesa assessment test, 13.1% were able to apply other test results, and 10.3% completed course work in lieu of the assessment test. The remaining 15.1% of the sample indicated that they did not take an assessment test.

Asian (70.4%), new (76.3%), younger (81.2%) and transfer (69.2%) students were more likely to have taken the Mesa assessment tests. Students attending Mesa for personal interest (33.3%) and part time students (18.8%) were more likely not to have taken an assessment test. Like the Orientation component, Assessment component activities are reaching its targeted population -- new and degree-seeking students.

A clear majority of students who took the Mesa assessment test agreed that they were placed in the correct level of English (81.0%) and math class (76.4%). Most (82.2%) also agreed that they understood the explanation they received about the results of the assessment test (Figure 3). Students who understood the explanation of their assessment results were significantly more likely than students who did not to say that they were enrolled in the correct level of English (86.6% compared to 59.0% χ^2 (1,N=451) = 23.41, $p < .05$) and math class (81.8% compared to 54.9% χ^2 (1,N=465) = 32.98, $p < .05$). This too is a positive indication of the success of the Mesa program. Understanding assessment results assists students and counselors in making a placement decision. This is a fundamental premise of the Mesa Matriculation Plan.

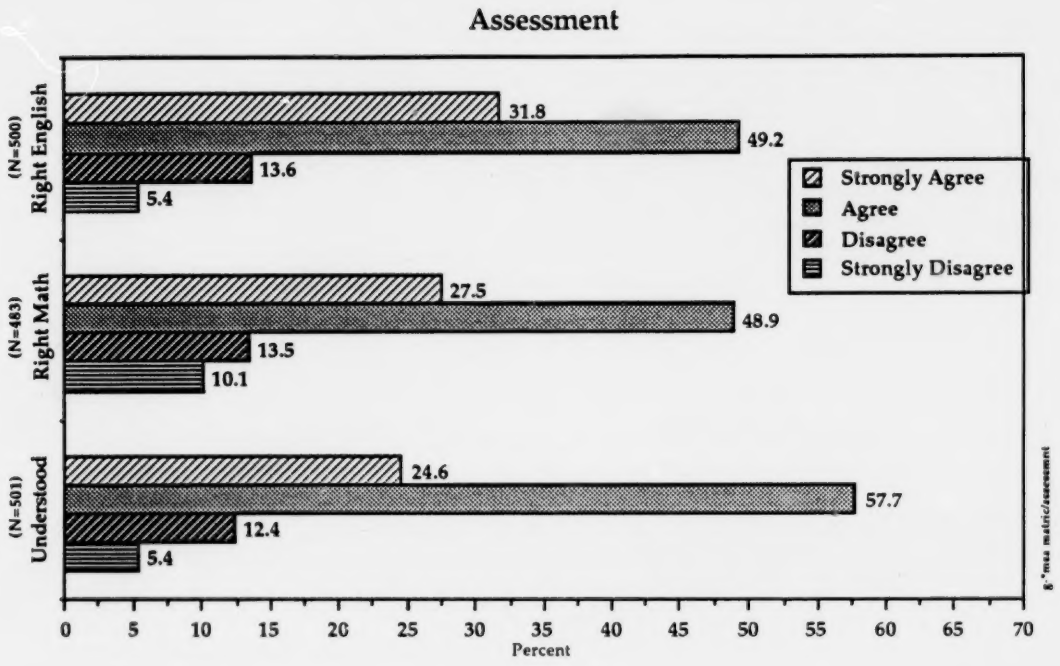

Figure 3: "Mesa students' opinion of Assessment"

African American (84.0%) and part time (81.0%) students were more likely to agree that the assessment test placed them in the correct level math class whereas full time and "other" students tended to agree at lower levels (71%).

Counseling and Advisement (Questions 14 - 18)

The Counseling and Advisement component of Matriculation encompasses the interpretation and application of Assessment findings; formulation of a student's education plan; discussion of educational or personal concerns; and monitoring of and guidance toward the student's educational goals. Educational planning workshops, counseling and career planning services are available to help students clarify their goals, select classes, and locate other support services.

About 30% of the students (29.7% N=267) said that they have never met with a Mesa counselor to discuss their educational goals or to select courses to meet their goals. Latino (38.2%), part time (33.6%), new (43.2%) and older (32.0%) students were more likely than other students in their respective student grouping not to have seen a Mesa counselor to discuss educational goals or course selection. About half of the African American (53.1%), Asian (52.3%), full time (47.9%), continuing (52.5%) and 26-30 year old (43.6%) students had seen a counselor two or more times.

Of those that had met with a Mesa counselor (N=631), 68.7% said that the counseling session(s) helped them to clarify their goals (Figure 4). More than three-quarters of the respondents (76.0%) indicated that the counseling session(s) helped them select appropriate classes. Overall, 72.5% of the respondents agreed or strongly agreed that they were satisfied with the counseling and advising they received at Mesa. This is generally consistent with data from a survey conducted during the 1991-92 academic year which indicated that approximately 70% of the Mesa students were satisfied with counseling services.

Half the survey respondents said that the counselor referred them to special services that might help them (such as financial aid, tutoring). There is a positive relationship between number of visits and counselor referrals to other services.

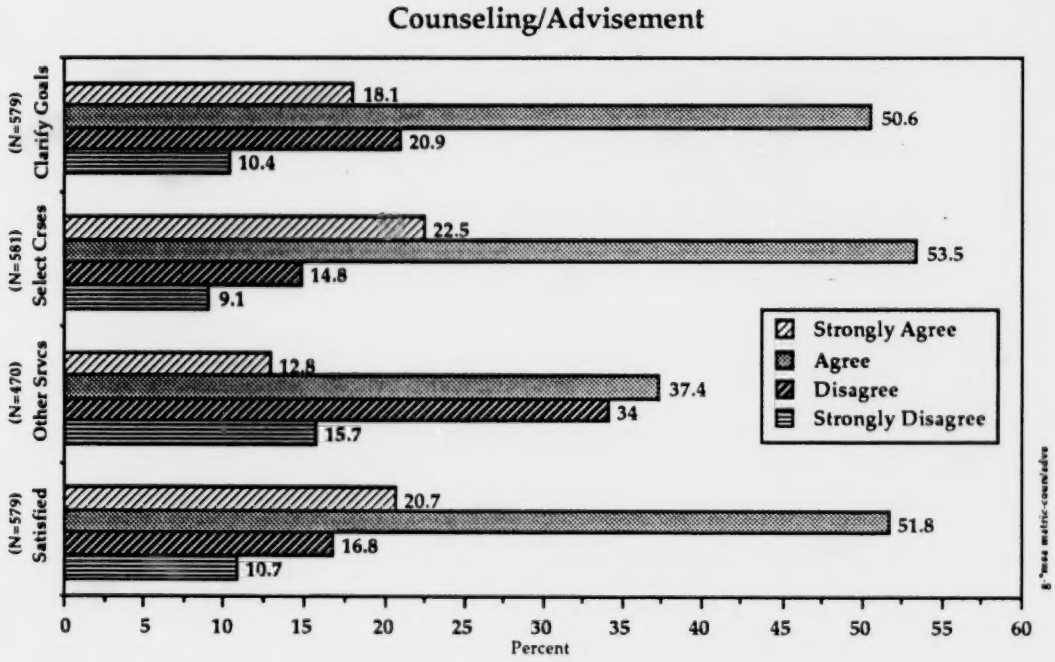

Figure 4: "Mesa students' opinion of Counseling/Advisement"

Males (71.0%) were more likely than females (66.1%) to say that counseling sessions helped them to clarify their goals. Asian students (89.1%) were more

likely than other students (67.3%) to agree that counseling sessions helped them select appropriate classes.

Follow-up (Questions 40 and 41)

Of the 867 students that responded, 505 (58.2%) indicated that they were returning to Mesa next semester, 18.9% were not returning, and 22.8% were uncertain (Figure 5). Of the students that were not returning to Mesa (N=164), 60.6% said that they were transferring to a four-year institution, 15.0% had completed their goal, 12.5% were going to another community college, and 3.8% were taking a temporary leave. The remaining 8.1% were unsure of their educational plans for the next semester.

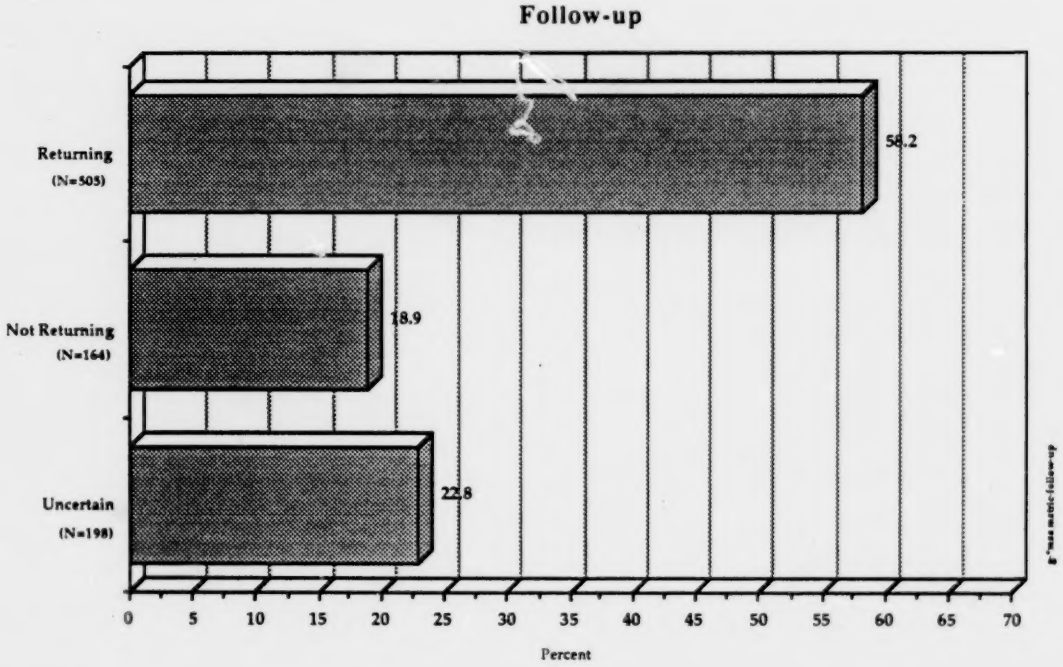

Figure 5: Student status of Mesa students next semester - (Q40)

Students with an educational goal of transfer (61.4%) or AA degree (62.9%) were more likely to say that they would be returning to Mesa next semester. More than half (55.9%) of the students with a job skills goal were uncertain as to whether they would be returning to Mesa. This finding is consistent with an

earlier study conducted by the SDCCD Research and Planning Office which suggested that the increase in student enrollment fees has had the most adverse effect on students enrolling for career or vocational reasons (Armstrong, 1993).

Campus Climate

During the last decade there has been a shift in emphasis from open access to student outcomes -- has open access of the 1970s translated into student achievement and goal attainment in the 1980s and 1990s (Eaton and Palmer, 1991)? Under this view, it is not enough to have "open access" and admit "all students who can benefit from instruction," colleges must ensure that all students do benefit from instruction. Matriculation (AB3) is concerned with promoting and maintaining student access and successful goal attainment through Admissions, Orientation, Assessment, Counseling/Advisement, Follow-up and Evaluation activities.

Assembly Bill 4071 (Vasconcellos, 1988) introduced another aspect to student achievement -- campus climate. Here the concern is with determining the factors that contribute to a "welcoming, supportive and positively challenging environment for students who have not traditionally been part of the mainstream of the colleges" (CCLC, 1992). It is the extent to which the college provides an atmosphere that students from diverse backgrounds can be successful in achieving their goals.

At a minimum campus climate encompasses student, faculty, and staff composition; curriculum content; student-student interaction; student-faculty interaction; campus leadership; and campus-community interaction. Questions 1 through 18 assessed student perceptions of, and satisfaction with, Mesa support services. Questions 19 through 30 reflect student perceptions of their interaction with Mesa faculty.

Students were asked how many (none, a few, some, most, or all) of the faculty whose courses they have taken at Mesa College possessed characteristics found to be related to a positive campus climate (Astin et.al., 1991; CPEC, 1992; Slark, 1993). Overall, the majority of the respondents said that "some," "most," or "all" of Mesa's faculty that they have taken courses from are approachable outside of class (70.1%), sensitive to issues of racial/ethnic minority (72.1%) and women (68.2%) students and sensitive to student needs in general (75.9% - Figure 6).

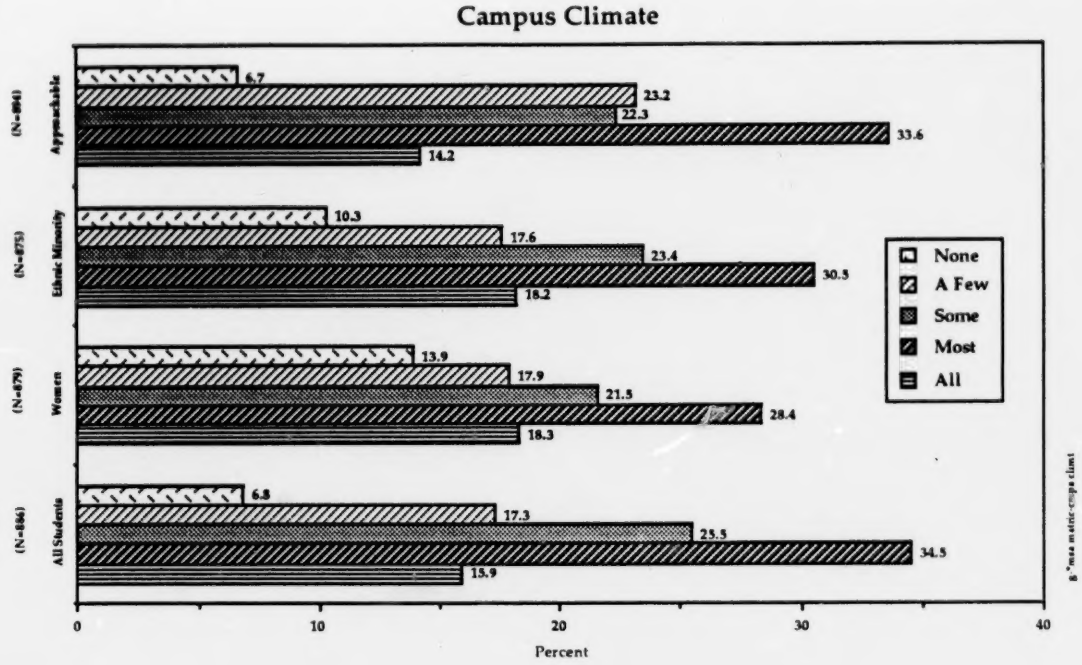

Figure 6: Mesa Students' rating of extent of faculty approachability (Q19) and sensitivity to issues of ethnic/racial minority students (Q20), women (Q21) and students needs in general (Q22)

Asian, female, new and younger (under 21) students were more likely than other students in their respective student grouping to say that few or none of the faculty that they have taken classes from were approachable or sensitive to issues of racial/ethnic minorities, women, or student needs in general (see Appendix B). Caucasian, male, continuing, and older (36 or more) were more likely to say that most or all of the faculty had these characteristics. These findings are consistent with recent studies on campus climate (Astin et.al., 1991; SDCCD Research and Planning, 1993; Slark, 1993).

Questions 23 to 30 asked students to indicate the extent to which they agreed or disagreed with statements about their interaction with faculty at Mesa. Over half of the survey respondents (N=457 to 499) did not express an opinion on questions 23 to 28 (either leaving the question blank or choosing answer E ("no opinion")). Questions 29 and 30 were not answered by 45.9% (N=414) and 46.4% (N=418), respectively, of the students.

Caucasian students were more likely than other students to choose the "no opinion" option for questions 23 through 30 (57.5% - 63.3% nonresponse compared to 22.7% - 36.4% nonresponse for African American students).

There was no difference in the nonresponse rate by gender for the questions related to race/ethnicity. On the two questions related to gender (Questions 29 and 30), females were more likely to express an opinion (59.2% and 57.6%, respectively) compared to males (48.3% and 46.8%, respectively). Caution is advised in interpreting the responses to these questions in light of the high nonresponse rate.

Mesa students were slightly more likely to prefer taking classes from faculty of similar (55.5% agreed) rather than different (41.5% agreed) racial/ethnic backgrounds as themselves (Figure 7).

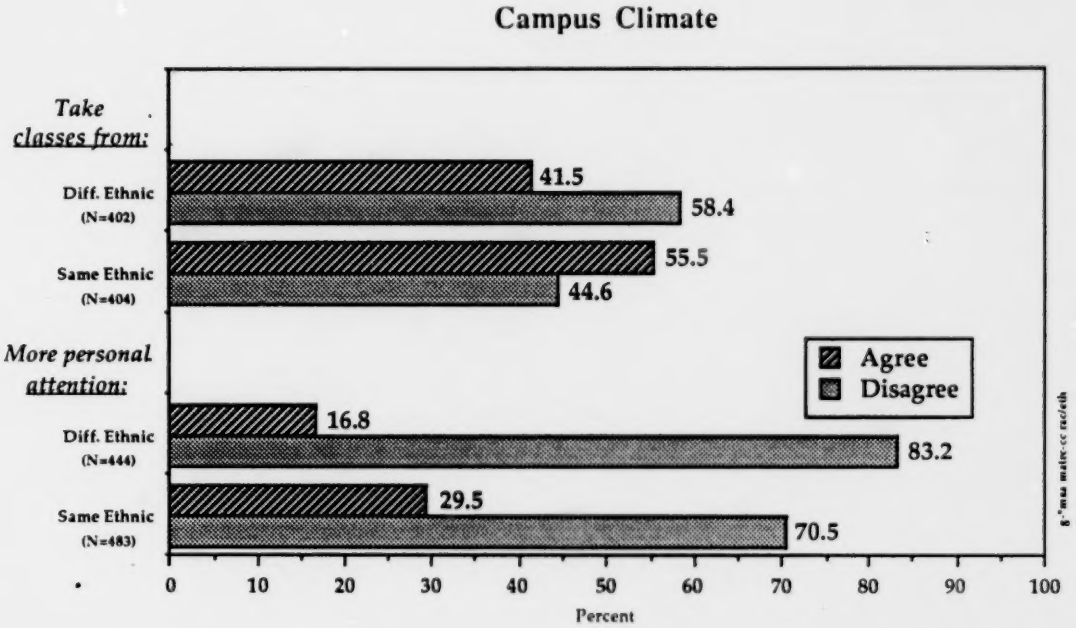

Figure 7: Mesa students' attitudes toward taking classes and receiving personal attention from faculty of similar or different racial/ethnic backgrounds - (Q's 23-27)

Generally, respondents did not indicate that the race or ethnicity of the instructor made a difference in the amount of personal attention they received. Students strongly disagreed with both the questions that asked if they get more personal attention from faculty who are racially/ethnically different (Q25 - 83.2% disagreed) or faculty of similar racial/ethnic background (Q26 - 70.5% disagreed) than the student. Students also disagreed (63.1%) that faculty who are racially/ethnically similar to the student address issues of greater relevance.

On an individual basis, students did not think that minority (69.5% disagreed), female (75.4% disagreed), or male (78.9% disagreed) faculty were more helpful than other faculty (Figure 8).

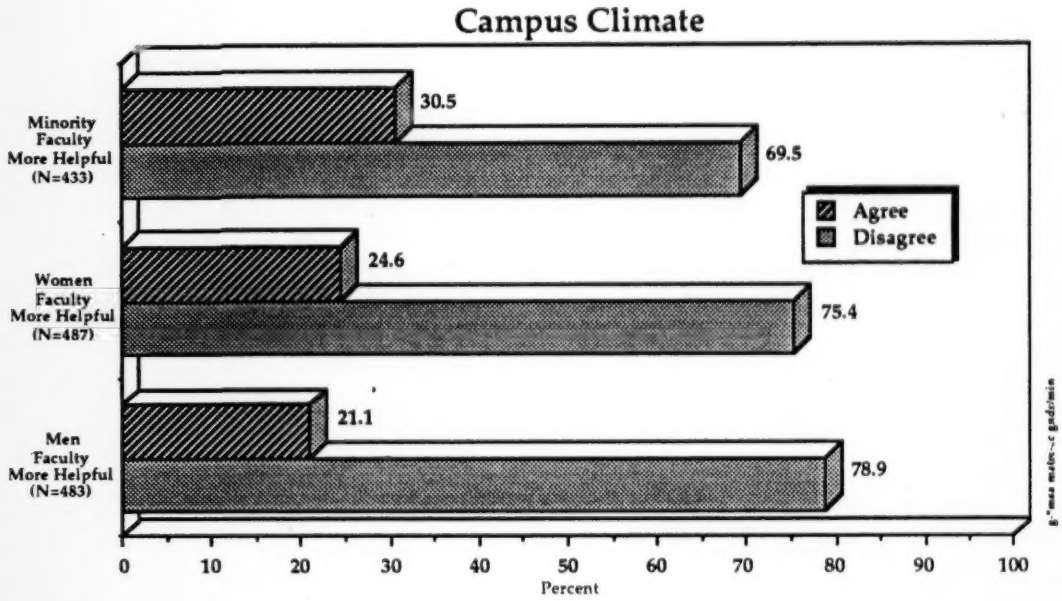

Figure 8: Mesa students' attitudes toward helpfulness of minority (Q28), women (Q29), and male (Q30) faculty

Differences by group

There were no significant differences between groups on questions 23 to 30 by gender, age, full time/part time status, educational objective, or new/continuing students. Analysis by grouping was not possible for certain questions due to an insufficient number of students responding to the questions (N < 30 per subgroup).

There were differences in the responses to questions 23 to 30 among racial/ethnic groups. African American students were more likely than students of other racial/ethnic backgrounds to prefer taking classes from faculty of the same racial/ethnic background. Asian students, on the other hand, expressed a preference for taking classes from faculty of a different racial/ethnic background.

African American students indicated that they receive more personal attention from faculty who are racially/ethnically similar compared to those who are racially/ethnically different from themselves. African American students were also more likely to feel that faculty who are racially/ethnically similar to them address issues of greater relevance. Caucasian students were least likely to agree.

SUMMARY

The Seymour-Campbell Matriculation Act of 1986 was concerned with promoting and maintaining student access and successful goal attainment. Colleges are responsible for providing adequate information and the support services to enable students to successfully participate in the programs of the college. In return, the student agrees to diligently pursue his/her declared educational goal.

This study, one part of the Matriculation Institutional Research and Evaluation portfolio, examines student perceptions of, and satisfaction with, Matriculation services at Mesa College.

Matriculation Components

Overall, most students who responded to the survey were satisfied with the Matriculation services at Mesa. More than 70% of the respondents said that, overall, they were satisfied with Admissions (76.2%), Orientation (74.1%) and Counseling/Advising (72.5%). A large percentage of students who took the Mesa assessment test agreed that they were placed in the correct level of English (81.0%) and math class (76.4%). Of the students who had met with a Mesa counselor, 68.7% said that the counseling session(s) helped them to clarify their goals. More than three-quarters of the respondents (76.0%) indicated that the counseling session(s) helped them select appropriate classes.

It appears that Mesa has been successful in reaching the groups for which Matriculation services are targeted (new, degree-seeking, full time students). A larger proportion of students in these groups participated in Matriculation activities than other students in their respective grouping.

Of the 867 students that responded, 505 (58.2%) indicated that they were returning to Mesa next semester, 18.9% were not returning, and 22.8% were uncertain. Students with academic goals (transfer and associates degree) were more likely to indicate that they would be returning than students with career or

vocational goals. Of the students that were not returning to Mesa, 60.6% said that they were transferring to a four-year institution, 15.0% had completed their goal, and 12.5% were going to another community college.

Campus Climate

The majority of survey respondents said that some, most, or all of Mesa's faculty are approachable outside of class (70.1%), sensitive to issues of racial/ethnic minority (72.1%) and women (68.2%) students and sensitive to student needs in general (75.9%).

Asian, female, new and younger (under 21) students were more likely than other students in their respective student grouping to say that few or none of the faculty that they have taken classes from were approachable or sensitive to issues of racial/ethnic minorities, women, or student needs in general. These findings are consistent with other studies on campus climate.

African American students were more likely than students of other racial/ethnic backgrounds to say that they prefer taking classes from faculty of the same racial/ethnic background as themselves. They also felt that African American faculty gave them more personal attention and addressed issues of greater relevance to them.

Survey results point to two areas that staff at Mesa may wish to further investigate. First is whether information about student support services is reaching students and in a way in which they can comprehend and retain it. Of the students that had met with a counselor, only half said that the counselor referred them to special services that might help them. Less than half of the students who attend an Orientation session indicated that it influenced them to check into other campus services (41.2%).

Second, staff may want to further investigate the differential response among racial/ethnic groups to survey questions (campus climate questions in particular). A more detailed study should provide insight into the observed differences.

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Appendices

A Mesa College Matriculation Student Survey

B Mesa Matriculation Survey-
Campus Climate Questions (Q19 - Q22)
by Student Grouping - Spring, 1993

APPENDIX A

MESA COLLEGE
MATRICULATION STUDENT SURVEY

Admissions

	strongly agree	agree	disagree	strongly disagree	no opinion
1. I was satisfied with the assistance I received from the Admissions Office personnel.	A	B	C	D	E
2. The class registration procedures were easy for me to follow and understand.	A	B	C	D	E
3. The registration times were scheduled at convenient times for me.	A	B	C	D	E
4. Overall, I was satisfied with Mesa's registration process.	A	B	C	D	E

Orientation

5. What type of campus orientation did you receive your first semester here?

   (A) A campus staff member spoke with a group of new students
   (B) Watched a video on campus orientation
   (C) Enrolled in orientation class (Personal Growth 27)
   (D) One-stop orientation
   (E) Did not receive formal orientation

	strongly agree	agree	disagree	strongly disagree	no opinion
6. The orientation session helped me to choose my classes for registration.	A	B	C	D	E
7. The orientation session influenced me to check into other campus services.	A	B	C	D	E
8. Orientations were scheduled at convenient times for me.	A	B	C	D	E
9. Overall, I was satisfied with Mesa's orientation program.	A	B	C	D	E

Assessment

10. What assessment tests did you take when you first entered Mesa (reading, writing, math)?

    (A) I took Mesa's assessment tests
    (B) I was able to apply other test results taken elsewhere
    (C) I completed English/Math course work at Mesa (or elsewhere), so I did not have to take the assessment test
    (D) I did not take the assessment tests

	strongly agree	agree	disagree	strongly disagree	no opinion
11. My test scores helped me enroll in the right level of English class.	A	B	C	D	E
12. My test scores helped me enroll in the right level of math class.	A	B	C	D	E
13. I understood the explanation I received about the results of my assessment tests.	A	B	C	D	E

Counseling/Advisement

14. Up to now, about how many times have you met with a Mesa counselor to discuss your educational goals and selection of appropriate courses?

    (A) Never (B) Once (C) Twice (D) 3 times (E) 4 or more

	strongly agree	agree	disagree	strongly disagree	no opinion
15. The counseling session helped me to clarify my goals.	A	B	C	D	E
16. The counseling session helped me select appropriate courses.	A	B	C	D	E
17. The counselor referred me to special services that might help me (such as financial aid, tutoring).	A	B	C	D	E
18. Overall, I was satisfied with the counseling and advising I received at Mesa.	A	B	C	D	E

Campus Climate

How many of the faculty whose courses you have taken at Mesa College would you describe as:

	None	A Few	Some	Most	All
19. Approachable outside of the classroom	A	B	C	D	E
20. Sensitive to issues of ethnic/racial minority students	A	B	C	D	E
21. Sensitive to issues of women students	A	B	C	D	E
22. Sensitive to student needs in general	A	B	C	D	E

Indicate the extent to which you agree or disagree with the following statements.

	strongly agree	agree	disagree	strongly disagree	no opinion
23. I prefer to take classes from faculty of racial/ethnic backgrounds different from my own.	A	B	C	D	E
24. I prefer to take classes from faculty of racial/ethnic backgrounds similar to my own.	A	B	C	D	E
25. I get more personal attention from faculty who are racially/ ethnically similar to me.	A	B	C	D	E
26. I get more personal attention from faculty who are racially/ ethnically different from me.	A	B	C	D	E
27. Faculty who are racially/ ethnically similar to me address issues of greater relevance to me.	A	B	C	D	E
28. On an individual basis, minority faculty tend to be more helpful to me than other faculty.	A	B	C	D	E
29. On an individual basis, women faculty tend to be more helpful to me than men faculty.	A	B	C	D	E
30. On an individual basis, men faculty tend to be more helpful to me than women faculty.	A	B	C	D	E

31. When did you first decide upon a specific educational goal to pursue at Mesa?

(A) Before applying to Mesa
(B) During my orientation session
(C) During my first term at Mesa
(D) After my first term at Mesa
(E) I am still undecided

Please complete the following information about yourself:

32. Please go to the section in the lower left corner of this scan sheet marked BIRTHDATE. Fill in your birthdate (month, day and year). Leave question 32 blank on the scan sheet and continue on to question 33.

33. Sex: (A) Male (B) Female

34. Ethnic Group (please mark only one - optional):

(A) American Indian (B) Asian/Pacific Islander
(C) African American (D) Caucasian

35. Ethnic Group (continued from question 34)

(A) Filipino (B) Chicano/Latino/Mexican-American
(C) Middle Eastern (D) Other _____

36. My employment status is:

(A) Full-time work (31 or more hours weekly)
(B) Part-time work (fewer than 31 hours weekly)
(C) Unemployed, seeking work
(D) Unemployed, not seeking work

37. How many units are you enrolled in this semester?

(A) .5 - 3 (B) 3.5 - 6 (C) 6.5 - 11.5
(D) 12 - 14 (E) 14.5 or more

38. How many total college units have you completed <u>before</u> this semester?

(A) 0 (This is my first semester.)
(B) 1 - 15 units
(C) 16 - 30 units
(D) 31 - 45 units
(E) 46 or more units

39. What is your educational goal?

(A) Bachelor's degree (transfer)
(B) Associate's degree (no transfer)
(C) Acquire or update job skills
(D) Earn or maintain certificate
(E) Personal interest

40. Will you be returning to Mesa next semester (Fall 1993)?

(A) Yes (B) No (C) I don't know

41. If you answered "No" to question 40, what will be your student status next semester?

(A) Transfer to a 4-year college or university
(B) Continue at another community college

(Which one? _____)
(C) Have completed my educational goal
(D) Temporary leave, but will return
(E) Unsure at this time

APPENDIX B

Mesa Matriculation Survey
Campus Climate Questions (Q19 to Q22) by Student Grouping
Spring 1993

		Approachable		Sensitive to Ethnic		Sensitive to Women		Sensitive to Students	
	N	$\bar{x}$	sd	$\bar{x}$	sd	$\bar{x}$	sd	$\bar{x}$	sd
Racial/Ethnic									
Asian	98	2.66*	1.19	2.66*	1.20	2.41*	1.31	2.75*	1.18
African Amer	44	3.05	1.28	2.91	1.16	2.93	1.21	3.05	1.20
Caucasian	515	3.40	1.11	3.53	1.18	3.42	1.24	3.49	1.07
Latino	102	3.24	1.12	3.11	1.31	3.10	1.40	3.35	1.15
Other	86	3.13	1.13	2.88	1.17	2.93	1.32	3.30	1.26
Gender									
Male	392	3.40*	1.12	3.45*	1.23	3.45*	1.30	3.50*	1.13
Female	453	3.13	1.17	3.17	1.23	2.97	1.28	3.23	1.14
Age									
< 21	169	3.04*	1.19	2.93*	1.30	2.84*	1.32	3.22*	1.19
21 - 25	309	3.15	1.13	3.20	1.23	3.12	1.31	3.31	1.11
26 - 30	151	3.48	1.12	3.46	1.24	3.43	1.28	3.48	1.15
31 - 35	83	3.34	1.03	3.58	1.07	3.48	1.09	3.48	1.02
36 +	100	3.53	1.21	3.61	1.20	3.45	1.34	3.61	1.16
Ed. Objective									
Transfer	637	3.25	1.13	3.28	1.21	3.22	1.27	3.37	1.10
AA Degree	124	3.27	1.17	3.25	1.24	3.07	1.31	3.27	1.21
Job Skills	34	3.35	1.41	3.52	1.52	3.65	1.52	3.63	1.29
Voc. Certificate	39	3.21	1.20	3.21	1.20	3.03	1.39	3.33	1.11
Interest	33	3.42	1.28	3.55	1.41	3.09	1.55	3.50	1.39
Enrollment									
Part-Time	473	3.29	1.18	3.40*	1.23	3.32*	1.30	3.40	1.16
Full-Time	417	3.22	1.13	3.17	1.24	3.05	1.31	3.30	1.12
Status									
New	239	3.06*	1.21	3.11*	1.29	3.12	1.35	3.34	1.21
Continuing	463	3.38	1.13	3.42	1.19	3.28	1.29	3.39	1.10

*** Significant difference among responses (p < .05)**

HOW MANY OF THE FACULTY WHOSE COURSES YOU HAVE TAKEN AT MESA COLLEGE WHOULD YOU DESCRIBE AS:

		None	A Few	Some	Most	All
Q19.	Approachable outside of the classroom	1	2	3	4	5
Q20	Sensitive to issues of ethnic/racial minority students	1	2	3	4	5
Q21	Sensitive to issues of women students	1	2	3	4	5
Q22	Sensitive to student needs in general	1	2	3	4	5